



Naperville North High School

Course: AP Language & Composition

Mission	To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.
Course Description	<p>Naperville North High School Course Description: This full-year course is for students who have excellent skills in writing, reading, and analysis, and a strong enthusiasm for the communication arts. This course will emphasize all areas of communication, including literary readings, both formal and informal types of writings, and oral work. In addition, this course will prepare students for the Advanced Placement Language and Composition exam and will focus on close reading of nonfiction texts using rhetorical analysis, synthesis, and argument. This course is also designed for students to meet the 11th grade Common Core State Standards.</p> <p>College Board Course Exam Description: An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Students develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments, then compose their own arguments.</p>
Student & Teacher Communication	<ul style="list-style-type: none">● Students should communicate with their teachers regarding questions and concerns.● The most efficient way to communicate with teachers outside of class is through email; however, if you haven't received a response within 48 hours, please resend the email.● Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.
College Board Course Priority Standards (Semester 1)	<ul style="list-style-type: none">● 1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.● 1.B: Identify and describe components of the rhetorical situation● 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.● 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.● 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.● 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.● 7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.● 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.● 8.B: Write sentences that clearly convey ideas and arguments.

College Board Course Priority Standards (Semester 2)

- 8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.
- 3.A: Identify and explain claims and evidence within an argument.
- 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
- 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.
- 5.C: Recognize and explain the use of methods of development to accomplish a purpose.
- 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 6.C: Use appropriate methods of development to advance an argument.

Grading Definitions

PRACTICE is used to monitor students’ learning to provide ongoing feedback that can be used by students to improve their learning. Examples may include the following: practice activities, homework, reading checks, discussion boards, etc.

EVIDENCE of LEARNING is used to evaluate student learning at the end of an instructional unit or segment of learning by comparing it against a standard or benchmark.

Grading Practices

- No extra credit will be issued.
- In Infinite Campus, a score of “Missing” (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
- Work submitted after the original due date cannot be penalized more than a total of 10% and must be submitted no later than one week (5 school days) after the original due date.
- If a legitimate attempt is made on an assessment and the practice work has been completed, a score of 50% will be the lowest possible grade.
- Violations of the academic integrity policy will be consequence by the administration in collaboration with the department chair/teacher.
- All assessments must be shared in Google format with editing permissions AND submitted to Canvas (unless otherwise directed) or they will not be accepted.

PRACTICE: (0%) / EVIDENCE of LEARNING (100%)

Reading: 35%	Writing: 60%	Speaking/Listening: 5%
Reading assessments/quizzes Process papers/essays (done over an extended period of time)	Non-negotiables: Timed Writings (2) Process Papers/Essays (1) (done over an extended period of time)	Academic Conversations Formal Presentations Discussion Boards

Grading Standards & Weight

**Semester Grade = Coursework (95%) / Final Exam (5%)
A=100-90%, B=89-80%, C= 79-70%, D=69-60%, F=59-0%**

Reassessment Policies

Criteria for Reassessment:

1. Original assessment needs to be turned in on time.
2. All original practice work must be completed on time in order to be eligible for reassessment.
3. Only students scoring (below 80%) can reassess.
4. Students should determine within two days of receiving their score if they would like to engage in opportunities for reassessment.
5. Students must meet with the teacher outside of class to determine the reassessment plan.
6. A new due date will be agreed upon by teachers and students
7. Students must meet with the teacher, a Lit Center tutor, or afterschool tutoring to revise the assessment before the revised due date.
8. The higher of the two scores (no higher than 80%) will be entered in Infinite Campus.
9. There will be no reassessment opportunities for certain performance-based assessments as they evaluate skills in progress and are intended to provide students with feedback on their growth.

Support and Resources

Students can always make appointments with teachers, visit the Literacy Center to work with peer tutors, or attend After School Tutoring.

Parents and Guardians Partnership

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success. Some ways parents/guardians can support their student's learning are the following:

- Actively check Infinite Campus for grade updates.
- Infinite Campus is a tool to progress monitor student work until final course grades are posted.
- Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.

Plagiarism

What is it?

The taking of another person's ideas and passing them off as your own

When am I guilty of plagiarism?

Whenever using someone else's ideas (while speaking, writing, direct quoting, or paraphrasing) and not crediting that person for their ideas/words, whether it was done INTENTIONALLY OR THROUGH CARELESSNESS.

Self-plagiarism: Submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent from the instructor

What happens when I am caught plagiarizing?

LEVEL ONE: Plagiarizing practice work (daily homework, etc.)

CONSEQUENCES: Referral, parent contact, detention, letter placed in discipline file

LEVEL TWO: Plagiarizing summative work (essays, exams, etc.)—a level two violation consequence will be issued if you have multiple level one violations

CONSEQUENCES: Referral, parent contact, detention, letter placed in discipline file, academic consequence, notification to honor societies, class level change, etc.

LEVEL THREE: Theft, sale, or distribution of materials that can be used to gain an unfair advantage or falsify a grade—a level three violation consequence will be issued if you have multiple level two violations.

CONSEQUENCES: All level two consequences apply in addition to suspension or expulsion from school. The consequence will be determined during a meeting with the dean, teacher, parent, and student.

Cell Phone Policy

Phones are NOT allowed and should be put away (not on desk or in pocket) during class

Earbuds NOT allowed unless specific permission given by the teacher

Bathroom = leave phone on desk or teacher desk